



BIRMINGHAM CITY  
University

**Birmingham City University:**

# **Equality, Diversity and Inclusion Strategy 2020–25**

# Introduction

Equality, Diversity and Inclusion (EDI) are integral parts of creating a fairer society.

**Equality** is about advancing equality of outcome and eliminating discriminatory practices, allowing everyone to achieve their full potential. Equality is not about treating everyone the same; we need to recognise that at times people's needs are met in different ways. Equality is supported by legislation in the form of the Equality Act 2010, and is defined by the Equality and Human Rights Commission as 'the state of being equal, especially in status, rights and opportunities'.

**Diversity** is about recognising and valuing difference in its broadest sense. When we respect, value and embrace difference it benefits us all. Diversity is a huge asset to our organisation, and leads to diversity of thought and greater innovation. When we build alliances across all communities, we can eradicate all forms of discrimination.

**Inclusion** relates to our individual experiences and the extent to which we are included in different groups and structures. An inclusive environment is essential to creating a sense of belonging, which leads to greater physical and mental health and wellbeing.

At Birmingham City University, we are committed to ensuring that we go above and beyond our public sector duty to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations.

Our EDI strategy sets out our ambition to make our University a fairer organisation where everyone is able to achieve their potential.



# Vice-Chancellor's Foreword

At Birmingham City University, we are proud to be at the heart of a large, diverse and vibrant city. We are proud to call ourselves the University for Birmingham, and that our student body reflects the composition of this city. We also know that this places a duty on us to ensure that we are advancing equality for all in everything that we do. And that is why I am pleased to be able to share our EDI Strategy.

Advancing equality, diversity and inclusion must be a priority for each one of us at BCU. We know that we have achieved much in this area, but also that there is a long way to go. Events of the past year have delivered a renewed sense of urgency in the fight for equality, not just at BCU, but globally. Everyone in our community has a role to play, and the objectives that you will find over the coming pages have been set with this in mind.

There is plenty of good work happening at BCU to reduce inequality and we now need to build on this to ensure that our University is a place where everyone thrives, and everyone, regardless of background, is given opportunities to achieve their true potential. This is why we are focusing on areas which include improving outcomes for those more disadvantaged students. We are looking again at our policies and our processes, to ensure they reflect this ambition and that we remove systemic barriers which currently exist.

This strategy – and the action which it will drive – will help us to make BCU a fairer, more equal and inclusive university.

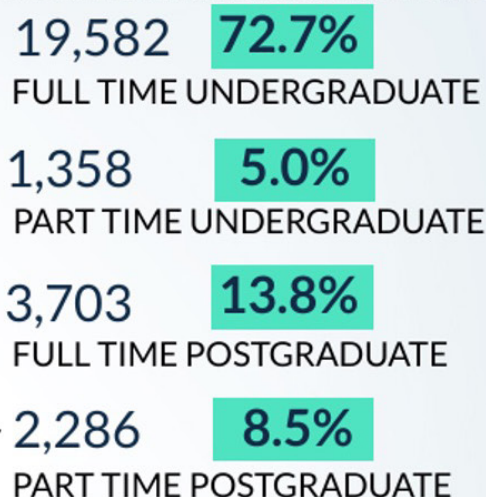


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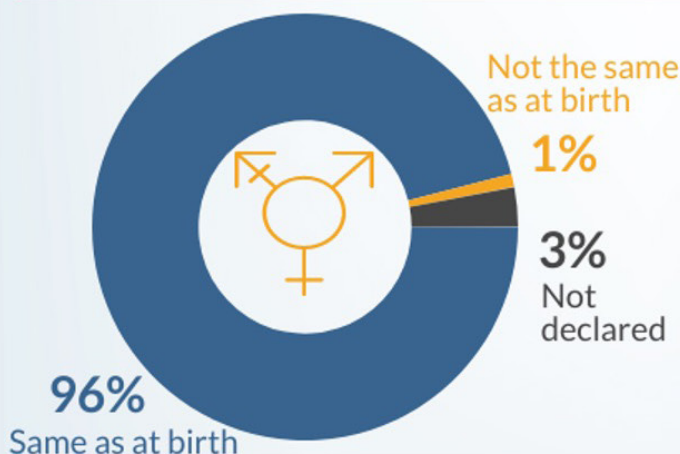
**Professor Philip Plowden**  
Vice-Chancellor  
Birmingham City University

# Diversity profile students 2019/20

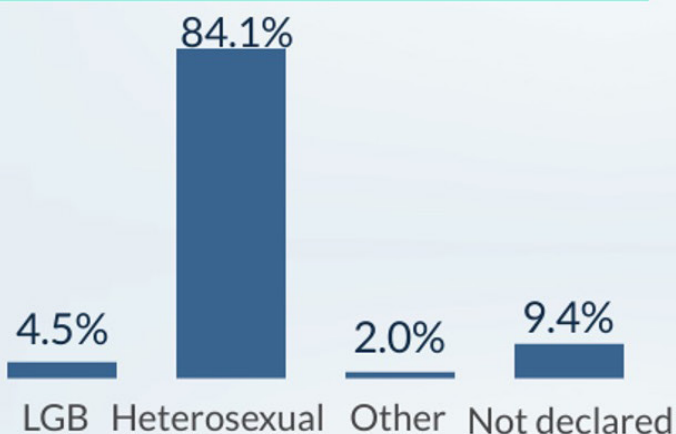
## TOTAL STUDENT POPULATION 2019/20



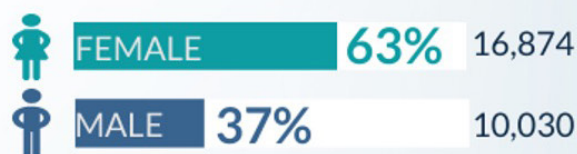
## GENDER IDENTITY



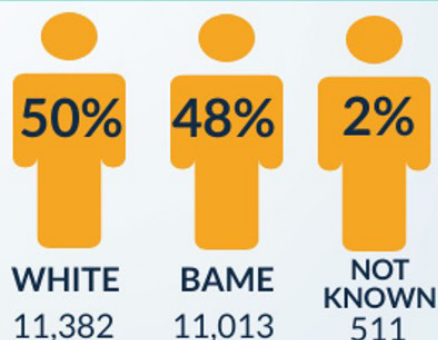
## SEXUAL ORIENTATION



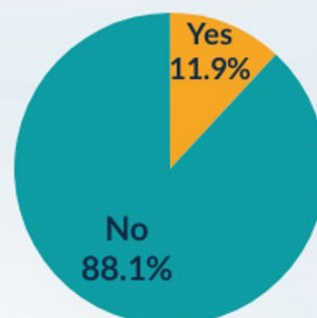
## GENDER



## ETHNICITY (UK only)



## DISABLED





# Diversity profile students 2019/20

19,417



TOTAL FT UK STUDENTS

17,681

UG  
(FT, UK)

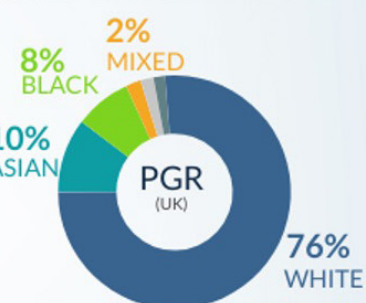
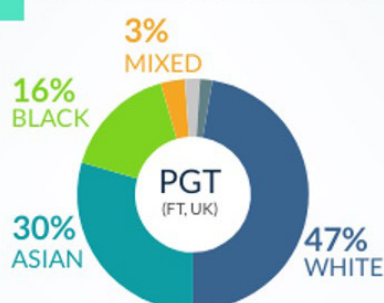
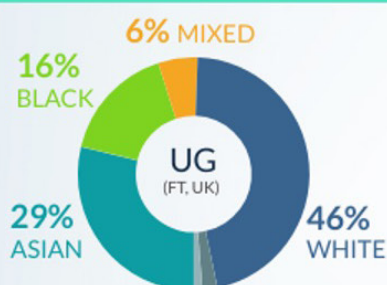
1,614

PGT  
(FT, UK)

376

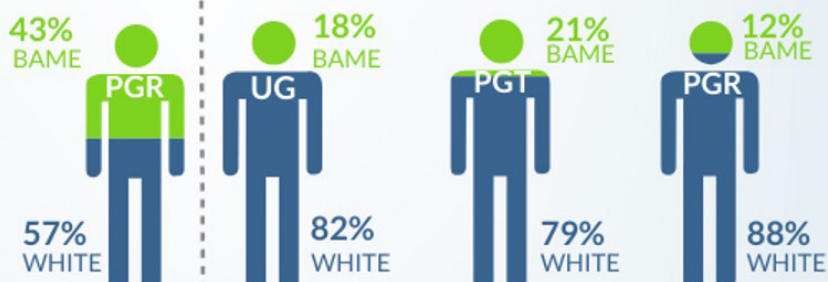
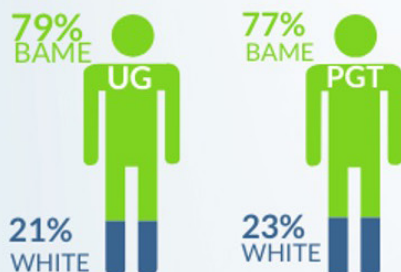
PGR  
(UK)

## ETHNICITY



## DEPRIVATION

### MOST DEPRIVED AREAS (Q1)



### LEAST DEPRIVED AREAS (Q5)

## SEXUAL ORIENTATION



16.2%  
LGB

STUDENTS WITH  
MENTAL  
HEALTH  
DISABILITY

4.2%  
LGB

ALL  
STUDENTS

UG FT UK STUDENTS

## DISABILITY

13.8%  
DECLARED A  
DISABILITY



86.2%  
NO  
DISABILITY

4.6% DECLARED A MENTAL HEALTH DISABILITY (UG, FT, UK)

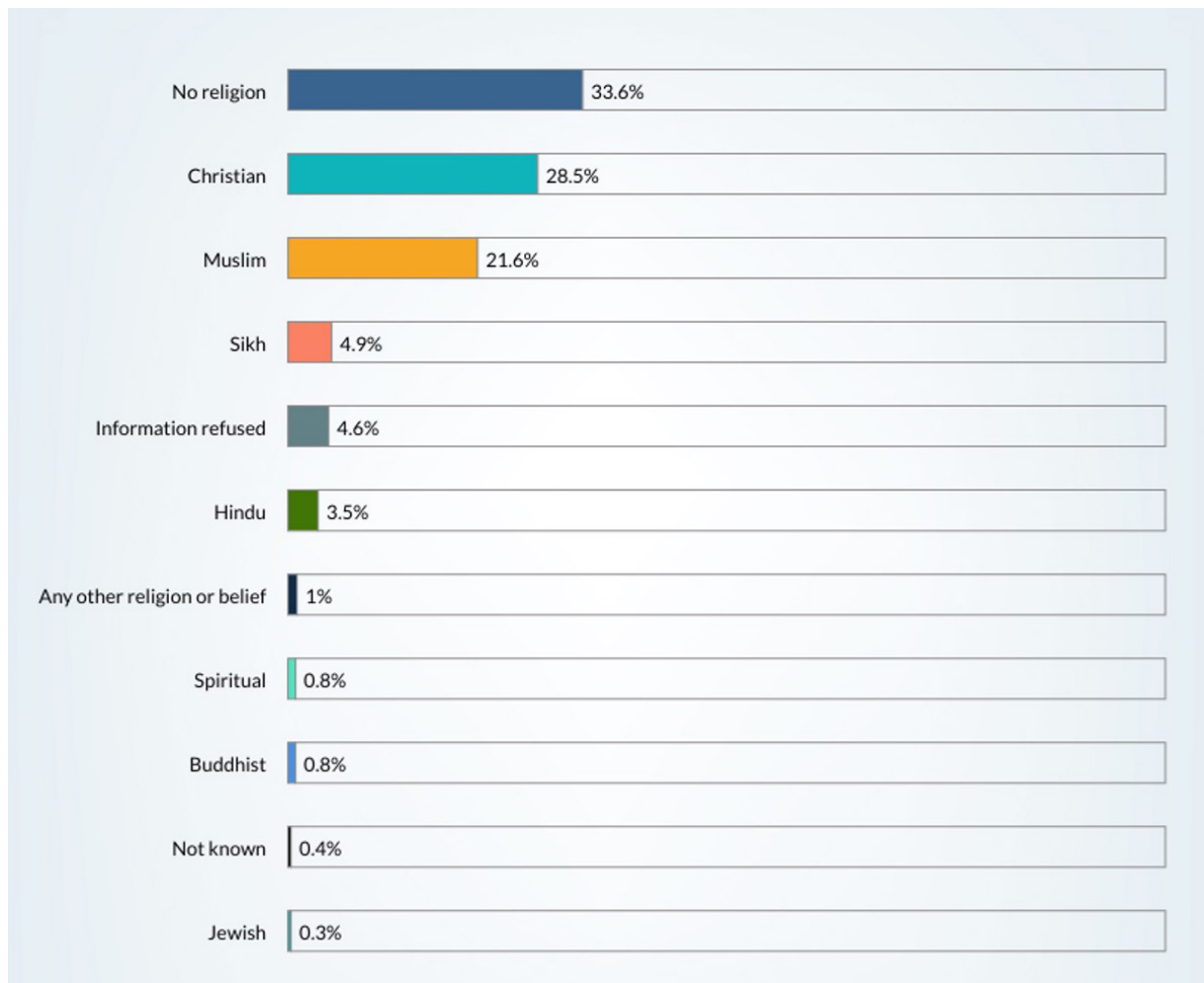


76% 617  
OF STUDENTS  
WITH MENTAL  
HEALTH  
DISABILITY  
ARE FEMALE  
(UG, FT, UK)



24% 190  
OF STUDENTS  
WITH MENTAL  
HEALTH  
DISABILITY  
ARE MALE  
(UG, FT, UK)

# Religion or belief - Students 2019/20



# Diversity profile workforce 2019/20

## GENDER



**FEMALE**

2019

**1388**

54.5%



**MALE**

2019

**1157**

45.4%



**FEMALE**

2020

**1513**

55.2%



**MALE**

2020

**1227**

44.7%

## TOTAL STAFF POPULATION

**2546**

**2740**

## SEXUAL ORIENTATION

Other

No Data held in ERP

933. 34.2%

Information refused

164. 6.0%

Heterosexual

1,535. 56.3%

Gay woman/lesbian

21. 0.8%

Gay man

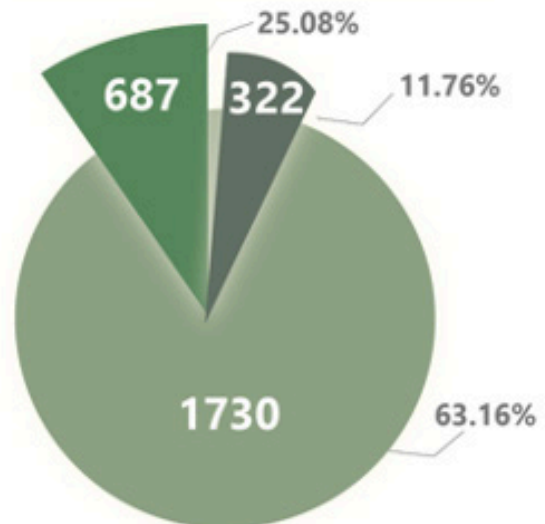
35. 1.3%

Bisexual

28. 1.0%

0. 200. 400. 600. 800. 1,000. 1,200. 1,400. 1,600. 1,800.

## DISABLED



YES

NO

No data held in ERP

## RELIGION OR BELIEF

	2019	2020	%
Buddhist			%
Christian	622	646	23.7%
Hindu	31	33	1.21%
Jewish			%
Muslim	117	147	5.39%
Sikh	59	67	2.46%
Spiritual	25	27	0.99%

Any other religion or belief

29 26 0.95%

Prefer not to say

135 142 5.21%

No religion

687 740 27.7%

Unknown

826 882 32.37%

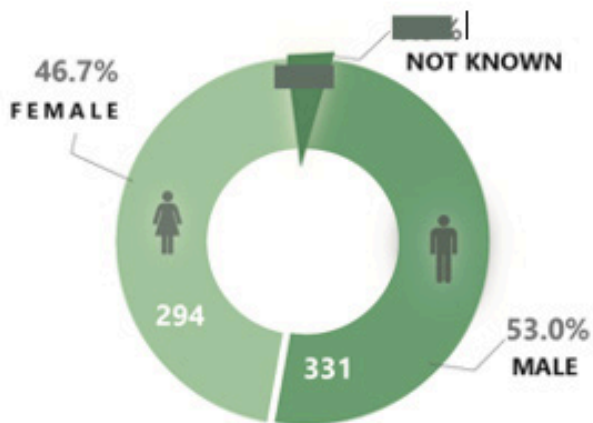
Data generated - July 2020

Numbers less than 10

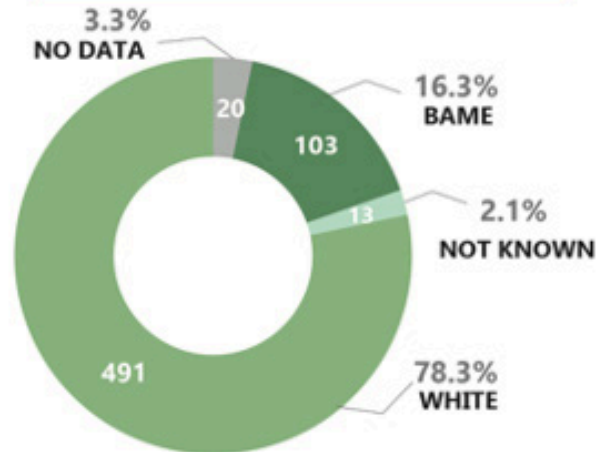


# Diversity profile workforce 2019/20

## MANAGERS BY GENDER

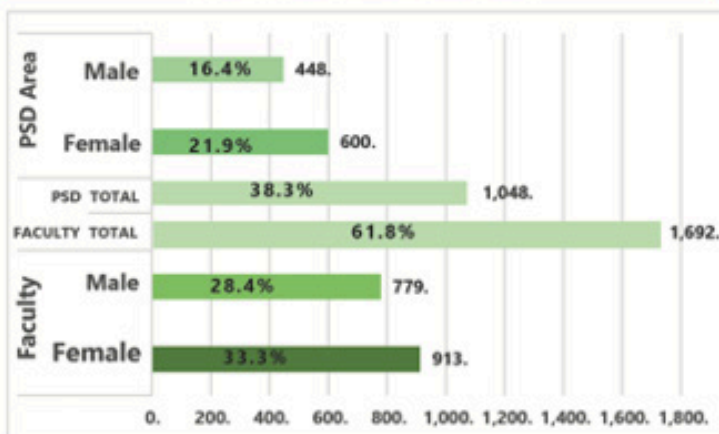


## MANAGERS BY ETHNICITY

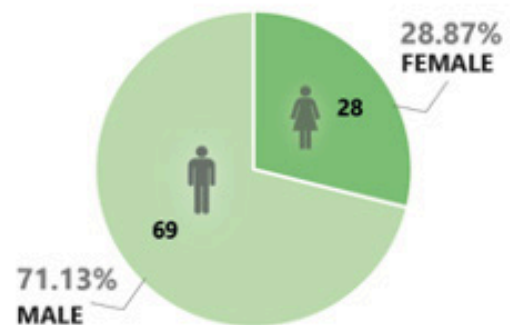


## FACULTY/ PROFESSIONAL SERVICES DEPARTMENT BREAKDOWN

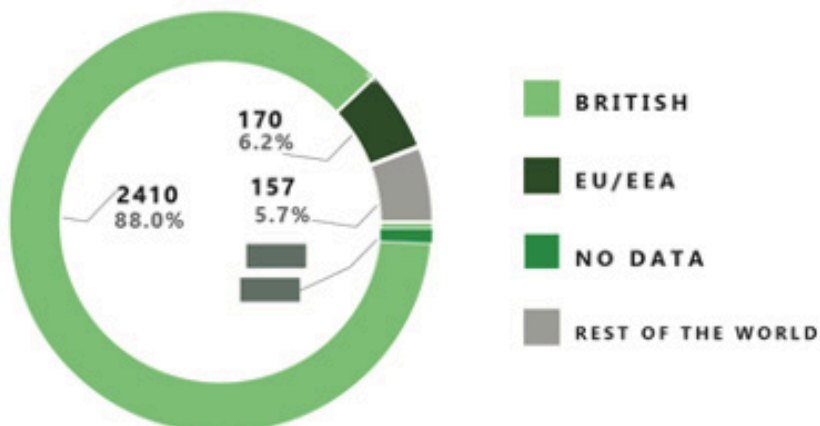
### FACULTY / PROFESSIONAL SERVICES DEPARTMENT BY GENDER



### PROFESSORS BY GENDER



## ASSOCIATES BY NATIONALITY



Data generated - October 2020

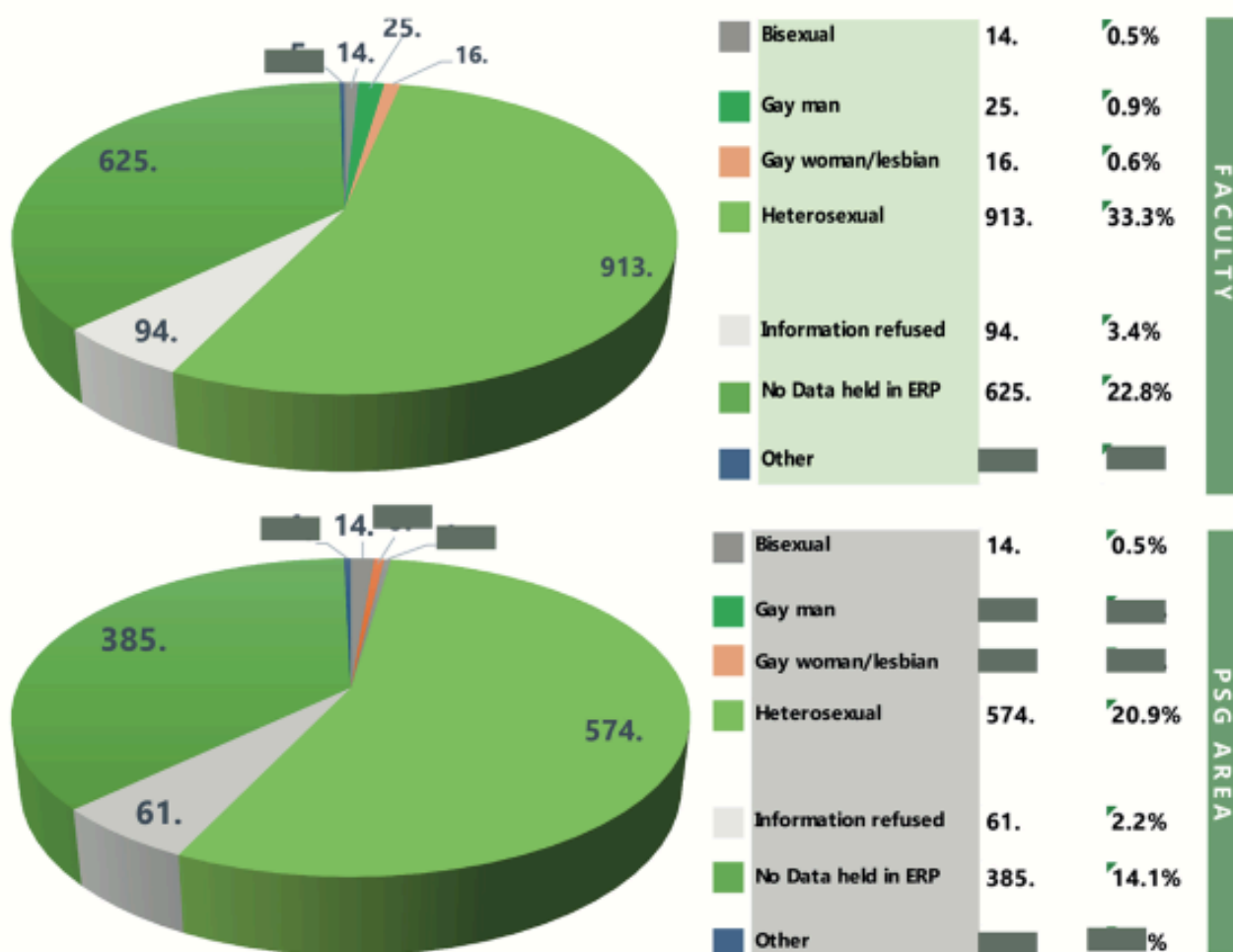
Numbers less than 10



# Faculty/professional services department by ethnicity and sexual orientation

Area	Person Ethnicity	Person Count	%
Faculty	BAME	337.	12.30%
	White	1,226.	44.7%
	Not Disclosed / Not Known	73.	2.7%
	No Data	56.	2.0%
Faculty Total		1,692.	61.8%
PSD Area	BAME	297.	10.8%
	White	677.	24.7%
	Not Disclosed / Not Known	39.	1.4%
	No Data	35.	1.3%
PSG Area Total		1,048.	38.2%
Grand Total		2,740.	100.0%

## FACULTY / PROFESSIONAL SERVICES DEPARTMENT BY SEXUALITY



Data generated - October 2020

Numbers less than 10

# Opportunities, Strengths and Challenges:

- Birmingham City University is located in a richly diverse and vibrant city and attracts significant numbers of students from the local region, in addition to attracting students nationally and internationally.
- The Sir Lenny Henry Centre for Media Diversity was launched in 2020, and the Centre for EDI in the Arts was launched in July 2021.
- A Research Centre is being established focusing on Race, Racism and Racial Justice.
- BCU has higher than average numbers of commuter students.
- Many students are the first in their family to attend university.
- There are differences in graduate outcomes between disadvantaged students and students who are less disadvantaged.
- The majority of BCU students are from areas with high levels of deprivation.
- Many students do not have access to IT equipment and/or wi-fi at home.
- Significant numbers of BCU students have BTEC qualifications, which are likely to be based on practical career/industry-focused study rather than academic study.
- There is an awarding gap between White and Black, Asian and Minority Ethnic students.
- Women are much more likely to attend university than men at undergraduate and postgraduate level; however, there are significantly fewer female Professors than there are male.
- While one in four academics at BCU are from Black Asian and Minority Ethnic communities, the number of Black Professors is disproportionately low, in line with national statistics.
- Increasing numbers of students are declaring a mental health condition, and are often more likely to leave university before completing their studies.
- The workforce does not reflect the demographic profile of students or regional demographics at all levels, particularly at senior levels.
- There is a leaky pipe-line in relation to the recruitment and progression of people from Black, Asian and Minority Ethnic communities in relation to the workforce, and from undergraduate to postgraduate taught and research studies.
- BCU's gender pay gap shows that the mean gap is 9% lower for women; and the median is 6.6% lower for women (31 March 2020).
- The University has more work to do on providing accessible facilities for Disabled students and staff.
- A commitment plan in response to the Black Lives Matter movement has been developed to address systemic racism in the University's systems, processes and procedures.
- A central reporting system for harassment, discrimination and victimisation was implemented across the University in 2020/21.



- A higher proportion of men are in management positions at the University - 53% compared to 47% of women, and 78% of managers are White compared to 16% who are from Black, Asian and Minority Ethnic communities.
- The numbers of LGBT people in the workforce declaring their sexual orientation is lower than expected compared to national figures.
- The University's online provision of Equality, Diversity and Inclusion training has been revised, offering a comprehensive learning pathway used by many world leading organisations.
- The Covid-19 crisis has exposed the vast inequalities that communities experience, and it is anticipated that this will have a long term socioeconomic impact locally, regionally and nationally.



# Our Core Values

## Excellence through Values

- People focused
- Partnership working
- Fairness and Integrity



[Click here](#) to download

# Our Strategic Priorities

- Academic Excellence
- People and Values
- Partnerships and Communities



[Click here](#) to download

# Our Vision

It is our ambition through this EDI Strategy to create an environment where everyone feels included and no one is left behind. We will do this by ensuring BCU is:

1. An inclusive organisation where people feel a sense of belonging, and are accepted and valued for who they are;
2. A safe environment for students and staff where health and wellbeing are promoted;
3. Fair and equitable - a place where everyone can access opportunities, achieve their true potential and advance their careers and studies;
4. Actively antiracist in all areas of the student journey and employee lifecycle, consciously making equitable decisions and challenging racism. [Click here](#) to download our Anti-Racism plan.
5. A University where everyone understands their rights and responsibilities with regard to equality legislation, and has the skills and confidence to support everyone to achieve success.



# Our Equality Objectives

	Equality Objectives	Success Measure	BCU Strategy 2020/25	Access and Participation 2020/25	Learning and Teaching	Black Lives Matter
1.	Reduce gap in degree outcomes (1st or 2:1s) between White students and students from different ethnic communities.*	8% by 2024-5 Eliminate by 2030/31	✓	✓	✓	✓
2.	*Deliver equality of opportunity by reducing gaps in graduate outcomes between disadvantaged and non-disadvantaged groups.	IMD Q5-Q1 gap of 7.8% reduced to 4.9% by 2024/25	✓	✓		
3.	*Increase attainment and progression rates for care leavers.	10% by 2024/25		✓		
4.	*Increase the reporting of the number of disabled students.	5% by 2024/25		✓		
5.	Review the equality impact of key organisational policies and decisions for differential outcomes.	Equality Impact Assessments for key decisions (annual updates) 2021/22.	✓			✓
6.	Seek external accreditation by actively participating in equality standards such as: the Race Equality Charter; Athena Swan; Stonewall Workplace Equality Index; and the Disability Confident Employers Standard.	Race Equality Charter (2022/23); Stonewall Workplace Equality Index (2021); Athena Swan (2021) and Disability Confident by 2022.	✓			✓
7.	Implement effective mechanisms for students and staff to report harassment and discrimination. Ensure complaint procedures are fit for purpose and offer effective redress.	Yearly increase in reporting of harassment and discrimination 2020/25.	✓			✓
8.	Provide comprehensive learning and development opportunities to improve knowledge, understanding and awareness of best practice in relation to equality, diversity and inclusion.	Numbers of students and staff who report they feel confident implementing EDI best practice in their work (via training evaluation).	✓	✓	✓	✓
9.	Ensure the workforce reflects the students and citizens we serve at all levels.	Increase in the numbers of BAME, LGBT, Disabled people and women employed in management and leadership roles.	✓			✓
10.	Develop a mental health and wellbeing strategy for students and staff.	Responses to relevant Student Pulse Surveys and Staff Satisfaction Survey questions.	✓			

\*Taken from the Access and Participation Plan agreed by the Board of Governors in 2020.

## 1. We will reduce the awarding gap by:

- Implementing and supporting the activity outlined in our Access and Participation Plan and Learning and Teaching Strategy.
- Developing Faculty action plans including targeted interventions and evaluation of impact.
- Producing an inclusive practice toolkit.
- Involving students in the creation and delivery of interventions, including action to decolonise and diversify curricula.
- Using positive action measures to remove systemic - barriers and advance equality.
- Enhancing the student digital experience, and improving access to IT equipment, networks and systems.
- Ensuring the most disadvantaged students have access to IT facilities and wi-fi on and off campus where necessary.
- Delivering a digital curriculum that is appropriate and fulfils student expectations.

## 2. We will reduce gaps in graduate outcomes by:

- Implementing and supporting the activity outlined in our Access and Participation Plan and Learning and Teaching Strategy.
- Understanding our students and tailoring support to meet their needs; focusing on communities experiencing greater disparities.
- Supporting students to improve employability skills.
- Assisting underrepresented students to progress to postgraduate studies.
- Supporting students to transition into work; improving outcomes through Apprenticeships and Internships.
- Working collaboratively with employers and partners.
- Effective joined-up careers guidance and Graduate+ programmes.
- Using learning analytics to personalise individual learning experiences.

## 3. Increase attainment and progression rates for care leavers by:

- Implementing and supporting the activity outlined in our Access and Participation Plan and Learning and Teaching Strategy.
- Working collaboratively with care leavers to identify issues and opportunities that affect their success.
- Developing bespoke programmes tailored to the needs of care leavers.
- Providing mentoring support linked to industry.
- Improving access to apprenticeships and internships.
- Ensuring care leavers have access to social care personal advisers.

#### 4. Increase reporting of the number of disabled students:

- Implementing and supporting the activity outlined in our Access and Participation Plan.
- Using guidance and frameworks in Disability Equality Charters to drive improvement and support for Disabled students.
- Ensuring that inclusive practice is embedded in all areas of teaching, learning and assessment.
- Providing reasonable adjustments for assignments and assessments.
- Offering screening, assessment and support for students with learning difficulties.
- Supporting students with applications for Disabled Students' Allowances.
- Encouraging the use of mentors and study skills tutors.
- Providing counselling, mental health and wellbeing support.

#### 5. We will advance equality using equality impact assessments to reinforce the delivery of key action plans:

Equality impact assessments will be developed for all key decisions, including decisions relating to workforce reorganisation and the work allocation model.

- Black Lives Matter Action Plan
- Gender Pay Gap Action Plan
- Disability Equality Action Plan (to be developed)
- Athena Swan Action Plan
- LGBT+ Action Plan (to be developed)
- Access and Participation Plan
- Learning and Teaching Strategy
- Research Impact Strategy
- Public and Community Engagement Strategy

#### 6. We will actively participate in equality charters to make BCU a more accessible and inclusive university, improving outcomes for disadvantaged communities including:

- **Disability Confident** – a government programme designed to encourage employers to recruit and retain disabled people and people with long-term health conditions.
- **Athena Swan Charter** – designed to advance gender equality in academic roles, professional and support services, and gender equality for Trans staff and students.
- **The Race Equality Charter** – aimed at improving the representation, progression and success of minority ethnic staff and students in higher education.
- **Stonewall Workplace Equality Index** – an assessment of the progress organisations are making and their achievements in driving LGBT equality and inclusion.

## **7. We will increase the reporting of incidents of harassment and discrimination by:**

- Implementing a centralised system that can be used by students, staff and visitors to report harassment, discrimination and victimisation.
- Training more people to be able to manage different types of complaints effectively.
- Providing performance management reports to the University Equality, Diversity and Inclusion Committee for overview and scrutiny.
- Tracking and monitoring reports of harassment and discrimination, using the information to inform decision-making and targeted early intervention.

## **8. We will make our students and staff aware of their rights and responsibilities by:**

- Providing comprehensive training on Equality, Diversity and Inclusion using blended learning techniques.
- Organising events and conferences to support learning and development, and to promote best practice.
- Evaluating how effectively participants have been able to implement EDI learning in their studies and in the way they carry out their work.
- Equipping people with the tools to challenge unfair practice and to have difficult conversations.
- Ensuring EDI training is mandatory throughout the employee lifecycle.

## **9. We will increase the diversity of our workforce at all levels by:**

- Ensuring that our recruitment procedures are fair, equitable and robust.
- Embedding contributions to advancing equality, diversity and inclusion in all recruitment criteria, and in the criteria used for decision-making in relation to academic promotion and progression of professional services colleagues.
- Incorporating Equality, Diversity and Inclusion training in recruitment practices to mitigate against bias, and making training mandatory for all recruitment panel members.
- Working in partnership with colleague support networks to create a diverse cohort of volunteers to participate in recruitment activity.
- Using workforce and succession planning to ensure the workforce is able to meet the needs of all students and staff.
- Supporting managers and leaders to have intentional talent talks and to use a coaching approach to staff development.
- Creating opportunities for students to join the workforce by creating internships and apprenticeship opportunities.
- The use of targeted advertising to attract underrepresented communities.
- Ensuring where executive search firms are used, they evidence a commitment to equality, diversity and inclusion, in addition to fair and transparent processes.



## 10. We will enhance mental health and wellbeing support by:

- Involving staff and students in the development of a University Mental Health and Wellbeing strategy.
- Ensuring that mental health and wellbeing principles are embedded in what we do.
- Providing support services that are culturally competent, easy to access and well signposted.
- Working collaboratively with internal and external service providers to deliver integrated care.

## Links to key documents and strategies

- [Equality Diversity and Inclusion Policy](#)
- [BCU Strategy 2020/25](#)
- [Access and Participation Plan 2020/25](#)
- [Black Lives Matter Anti-Racist Commitment Plan 2020/25](#)
- [Gender Pay Gap Action Plan 2020](#)
- [Public and Community Engagement Strategy](#)
- [Athena Swan Action Plan](#)
- [Research and Impact](#)
- [Report and Support](#)
- [NSS Results](#)

## Definitions

- **BAME** - Black Asian and Minority Ethnic
- **EU/EEA** - European Union/ European Economic Area
- **ERP** - Enterprise resource planning/ Business management software
- **FT** - Full time
- **LGBT** - Lesbian Gay Bisexual Trans
- **PSD** – Professional Services Departments
- **PGT** – Postgraduate Taught
- **PGR** – Postgraduate Research
- **Q1/5** – Quintile 1 – 5 (measure of relative deprivation)
- **UG** – Undergraduate
- **UK** – United Kingdom



